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ABSTRACT

A year long practicum for preparation of learning disability teachers is described. The first of two components provides a field based internship intended to give the student an opportunity to apply skills learned in coursework. Among 20 skills emphasized in the field based component are classroom organizational skills; communication with students, parents, teachers, and other school personnel; time management skills; systematic observation of students to develop indepth learning/behavioral profiles; and analysis of administrative challenges. The second half of the practicum is campus based and is designed to allow the student to extend his/her knowledge. The 20 skills emphasized in the campus based experience include constructing conceptualizations concerning the field of learning disabilities, assessing educational instruments or methods, critiquing relevant special education articles, roleplaying interview situations, making presentations about a pioneer in the field of learning disability, and completing a self evaluation. A sample student competency profile is included. (CL)

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Title: A Diagnostic Design for Individualized Field and Campus Internship

The presenters designed a year-long practicum divided into two consecutive components, each lasting 15 weeks. The first half is a field-based internship which provides experiences with exceptional students in a positive learning environment and stresses the practical application of skills introduced during the intern's teacher training program. Among the twenty (20) skills emphasized in the field-based component of the practicum are: (1) organizational skills within the classroom, (2) teacher participation with child, parents, teachers, and other school personnel, (3) systematic observations of students for detailed learning/behavioral profiles, (4) inservice for volunteer faculty participants, (5) time management skills, (6) oral and written skills, and (7) influencing the administrative climate and organization within the school. Interns are asked to demonstrate competencies which are identified as areas of weakness. Strengths are also plotted on a generic profile sheet but are not assigned as course requirements.

PART I -- Field Based

1. CONTENTS TABLES. You will categorize your kit by a table organization to be completed no later than three days before the quarter's conclusion.

2. TRIANGLE CONTRACT. You will submit a letter to your principal (or district representative) which contains the triangle relationship between the three parties involved in your practicum for certification and/or M.Ed.; during initial visits your supervisor would enjoy participation in classroom activities, seeing students' folders, and also would like to meet your principal upon invitation. You are urged to discuss practicumrequirements with your principal and special education coordinator.

3. P.E.R.T. You will schedule in a sequential manner at least three consecutive quarters of work using the Program Evaluation Review Technique; have all practicum requirements scheduled by expectancy dates in time for the first observation...include graduation as your last item.

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4. IOTA. You will complete the last two pages of a three page educator's profile and initial each item with S (for strength and W (for weakness) concerning twenty-eight teaching competencies; your professor will complete summary page one.

5. TEACHER-STUDENT MODEL (S. Lable/T. Lable/Definition). You will gain experience creating and defending a three-part teacher-student model for classroom implementation; post an enlarged copy in time for the first observation; you are required to visit other L.D. settings for one day paying particular attention to different delivery systems and age groups.

6. BEHAVIORAL CHANGES. You will chart projected and attained behavior changes in your resource room using three different children who display social and/or emotional problems; use a colored graph.

7. CLASSROOM FACILITY MODIFICATIONS. You will need to implement three major modifications in facility arrangement and/or construction and/or furnishings...or...justify a status quo physical environment; draw pre and post blueprints...with explanation; also classify materials according to use and divide your list into items purchased and priority items needed.

8. ROLE EXPANSIONS. You will need to orally expound upon the need for at least three practical role expansions for the LD teacher in his or her learning center/building/city/district/state/or nation at our last meeting of the quarter.

9. BEHAVIORAL SCALE. You will compose a behavioral description for three students which would include auditory and listening comprehension, spoken language, orientation, affect, motor, and profile sheet.

10. PARENT GROUP (Early/Middle/Late). You will begin a parent group if your school does not affiliate with ACLD, and report progress via a three-stage paper.

11. VIDEO-AUDIO. You will be filmed in three situations using interactional analysis to include 3 of the 7 methods for teaching LD students...if video is not available, you may use a cassette tape recording.

12. SCHEDULE (Traditional/Modular/Conflicts). You will construct a three-part schedule; use a colored overlay.

13. TEACHER INSERVICE (Input/Association/Output). You will implement a three-part inservice for volunteer faculty participation in at least one LD presentation.

14. VERBAL INTERACTION. You will chart yourself on verbal interaction paying close attention to negative statements made to students and faculty for three days during your LD training.

15. TIME ANALYSIS. You will gain insight into the problems of professional and personal scheduling by charting your time for three days; use a colored graph.

16. DIAGNOSTIC PRESCRIPTION. You will concisely state evaluation results and implications dealing with the pschoeducational, psychological, and information processing indicators you have gathered from administering instruments and previously listed assessment summarizations for three children suspected of having multiple learning problems...construct your report in letter form so that it will be of value to parents, teachers, administrators, and yourself...

    Your prescription should include I.E.P. information such as present level of educational performance, goals, short term objectives, educational services provided, anticipated duration of services, appropriate criteria, evaluative procedures, academic and social information, materials analysis/methods selection; do not assume that sensory acuity is intact.

17. ADMINISTRATIVE CHALLENGES. You will list three administrative problems which you plan to attack this year, analyzing the approach you plan to take.

18. CHAIN OF COMMAND (Actual/official/preferred). You will diagram a three-part line and staff in your local district.

19. PEDAGOGY LOG. You will categorize your activitiesas resource teacher for three weeks at the beginning of the quarter and three weeks near the end of this practicum...tally and color graph your log.

20. RESOURCE ACCOUNTABILITY MODEL. You will complete three accountability models utilizing a systems approach (P.I.C.D.I.E.) to educational implementation.

The second half of the practicum is campus-based; it provides the intern the opportunity to extend his professional knowledge and to refine his professional image. Among the twenty (20) tasks or skills emphasized in the campus-based component are: (1) pictorial Schemata of important special education concepts, (2) analysis and evaluation of commonly used assessment instruments, (3) handbook for teachers, parents, and school administrators, (4) vita which can be used to provide an accurate record of accomplishments and to secure a job, (5) search and outline of important historical changes within an area of professional concentration, (6) simulation of an interview conducted between a potential employer and the intern, and (7) development of teacher-made assessment instruments.

Part II -- Campus Based

1. VISUAL MODULES. You will construct three separate conceptualizations concerning the field of learning disabilities.

2. ASSESSMENT SUMMARIZATIONS. You will informally assess three instruments or methods you are qualified to use in educational settings, stating your rationale for those choices.

3. HANDBOOK (Teachers/Parents/Administrators). You will informally assess three instruments or methods you are qualified to use in educational settings, stating your rationale for those choices.

4. VITA (Resume/Relevant Courses/.Materials) You will construct a three-part curriculum vita which will include address information, census information, educational information, experiences, professional activities, community activities, memberships, and references.

5. GENERAL VS. SPECIAL ED. (Personal/Prof./Instr.). You will analyze a three-part profile of the ideal general educator, rewriting requirements for general education interns if clarity is needed to apply those competencies to special education interns.

6. PUBLISHABLE CRITIQUES. You will critique three articles written in the field of learning disabilities and submit at least one writing for publication...critical analysis is not an unopinionated report or abstract.

7. PARTICIPATION EVAL. (Program/Self/Sp.Ed.Coord.). You will synthesize a three-part assessment which will evaluate your participation in this course.

8. OUTLINE OF LEARNING DISABILITY CHANGES. You will outline the sequential evolution of special education concentrating on learning disabilities during the last three decades.

9. ADVERTISEMENTS. You will create three advertisement slogans which will catch public attention and support for LD.

10. INTERVIEW. You will conduct an interview with your professor as if he were the hiring agent of a district interested in employing you for an LD position...this should be arranged by week #three of this quarter.

11. PIONEERS (Academic/Personal/Professional). You will study one pioneer in the field of learning disabilities and present a three-part oral presentation during our last meeting of the quarter.

12. SELF-EVALUATION (Ideal/Expected/Actual). You will hypothesize a three part description of your strongest and weakest competency using the Instrument for Observing Teaching Activities model, stating a behavior level for the performance you manifest in two roles as educator...also rank your strengths and weaknesses on the graph provided.

13. COURSE CRITIQUES (Skills/Applicability/Supervision). You will prepare a three-part single page critique of this 6 hour course.

14. SYLLABUS OF REVISITED THEORIES. You will analyze three pages of test questions and compare original literature to a domain reference and see what emphasis has been stressed as most important in the field of exceptionalities...write this analysis on your test papers.

15. PROGRAM EVALUATION. You will decide upon three basic changes that need to be made in your teacher-student model so as to make it applicable for county-wide distribution.

16. BEHAVIORAL STATEMENTS. You will examine the two-part syllabus for this course and make at least three behavioral statements that should have been included in this ten-hour requirement.

17. PROCESS EVALUATION. You will turn in a single page compilation of answers to the following questions dealing with process...(a) what is the largest number of homogeneous students I can work with effectively, examining various ranges of severity/remediability/specificity in grouping?...(b) what scheduling changes should I initiate for the good of my students, myself or "influential others?"...(c) what is one aspect of self-esteem I would like to come to grips with in the next two months?...d) what are some steps needed in order to set up a "justified" program using volunteers as clerical and/or instructional aides...(e) what are some prevalent attitudes toward learning disabilities in your school...(f) who are the people attending staffings and what decisions are made by each?...(g) what informal inventories have you effectively used in your classroom? Please include instruments you have written...h) who is your congressman and does he have current information concerning the learning disabilities program in your school?...(i) have you ever approached local service organizations with information about LD and/or requested project funding on a one time basis?...(j) which conventions have you attended this year...tell about it...

18. HYBRID SYNTHESIS. You will analyze at least three additional inventories, check-lists, descriptive models, or text-book charts, etc. and introduce to the field a growing catchall hybrid which is down-to-earth and unobtrusive.

19. COST-BENEFIT ANALYSIS (Hours/Dollars/Miles). You will construct a three part CBA for a projection toward graduation.

20. COMPS NOTIFICATION. You will send an informal reminder to the three people writing your comps questions, i.e., major professor, department representative, and one outside instructor...

Every student will be required to do a minimum of work in practicum as defined with:

STUDENT ORIENTED	a.	diagnostic prescriptions	1-2-3-4-5 -- 1-16
	b.	resource accountability models	1-2-3-4-5 -- 1-20
	c.	behavioral scales	1-2-3-4-5 -- 1-9
	d.	behavior changes	1-2-3-4-5 -- 1-6
	e.	teacher-student model	1-2-3-4-5 -- 1-5

The evaluator will then rate your "follow-through in these five areas on a scale from one to five... 1 - being bottom level, 2 - below average, 3 - average, 4 - above average, and 5 - top level.

Your strengths and weaknesses will be assessed through a new process labeled DIAGNOSTIC SUPERVISION. Supervisors shall endeavor to provide a summary profile of your competencies as viewed by several resource persons in the areas below as charted on the next page.

A.	1-3	Classroom Oriented
B.	4-7	Teacher Oriented
C.	8-12	Professional
D.	13-17	Administrative Liaison
E.	18-23	Academic Expertise
F.	24-28	Practicum Related
G.	29-33	Graduation Related
H.	34-35	Objectives
I.	36-38	Atmosphere
J.	39-42	Techniques
K.	43-45	Individualization
L.	46-47	Involvement
M.	48-54	Professor's Evaluation

IVY'S GENERIC PROFILE

1 Bottom	2 Below	3 Ave	4 Above	5 Top			
					1-Video-Audio	1-11	A
					2-Classroom Facility Modifications	1-7	
					3-Schedule	1-12	
					4-Verbal Interaction	1-14	B
					5-Self-Evaluation	2-12	
					6-Time Analysis	1-15	
					7-PERT	1-3	
					8-Interview	2-10	C
					9-Program Evaluation	2-15	
					10-Triangle Contract	1-2	
					11-Role Expansions	1-8	
					12-Pedagogy Log	1-19	
					13-Teacher Inservice	1-13	D
					14-Hybrid Synthesis	2-18	
					15-Administrative Challenges	1-17	
					16-Chain of Command	1-18	
					17-Parent Group	1-10	
					18-Publishable Critiques	2-6	E
					19-Handbook	2-3	
					20-Pioneers	2-11	
					21-Outline of L.D.	2-8	
					22-General vs. Special Ed.	2-5	
					23-Assessment Summarizations	2-2	
					24-Visual Modules	2-1	F
					25-Advertisements	2-9	
					26-Table of Contents	1-1	
					27-Syllabus of Revisited Theories	2-14	
					28-Course Critique	2-13	
					29-Comps	2-20	G
					30-Cost Benefit Analysis	2-19	
					31-Process Evaluation	2-17	
					32-Vita	2-4	
					33-Behavioral Statements	2-16	
					34-Classroom Goals		H
					35-Subject Matter Preparation		
					36-Classroom Management		I
					37-Teacher Reaction to Student Response		
					38-Social Climate		
					39-Creative Expression		J
					40-Variety in Activities		
					41-Use of Materials for Instructions	1-4	
					42-Learning Centers		
					43-Learning Difficulties		K
					44-Individualization of Instruction		
					45-Application of Subject Matter		
					46-Development of Subject Matter		L
					47-Opportunity for Participation		
					48-Attendance		M
					49-Discussion		
					50-Effort		
					51-Performance	2-7	
					52-Adequacy of Performance		
					53-Efficiency		
					54-Process		

PRACTICUM PERFORMANCE

IOTA SUMMARY

EVALUATION

Paper presented at the Annual Convention of the
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